Literacy, Language and Learning Initiative

FY15 - Year Four Annual Report

Contents

Figures

Tables

Acronyms

ADEPR	Association des Eglises Pantecotistes au Rwanda (Pentecostal church)
AGHR	Association Generale des Handicapes au Rwanda
BCC	Behavior Change Communication
CLNVP	Community Literacy and Numeracy Volunteer Program
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
COP/DCOP	Chief of Party/Deputy Chief of Party
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
DDG	Deputy Director General
DEO	District Education Officers
DG	Director General
EDC	Education Development Center, Inc.
FARS	Fluency Assessment in Rwandan Schools
ICT	Information and Communication Technology
JADF	Joint Action Development Forum
L3	Literacy, Language, and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (from VSO)
MCOP	Mentorship Community of Practice
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
NCPD	National Council for People with Disabilities
NGO	Non Governmental Organization
P1-6	Primary One to Six
PCV	Peace Corps Volunteer
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards for teachers
RENCP	Rwanda Education NGO Coordinating Platform
RLS	Rwanda Library Services
RNUD	Rwanda National Union for the Deaf
RFQ	Request for Quotations

RUB	Rwanda Union of the Blind
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
SEO	Sector Education Officers
SGAC	School General Assembly Committee (formerly PTC)
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TORs	Terms of Reference
TRC	Teaching Resource Center
TTC	Teacher Training Colleges
UR-CE	University of Rwanda College of Education
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

In year 4, L3 continued to support the Rwanda Education Board (REB) with the revision of the national curriculum through participation in workshops and subject groups. REB also requested L3 to revise the P1, P2, and P3 English and Kinyarwanda materials to align with the new competence-based curriculum so that they could be used as core curriculum materials. At the end of year 4, L3 submitted the revised P1 Kinyarwanda materials to REB's Textbook Approval Committee (TAC).

L3 completed the P3 print and audio materials for Kinyarwanda, English, and mathematics. They were printed and distributed to schools nationwide. SD cards were collected from schools, loaded with the P3 audio content, and redistributed to schools in meetings with head teachers, SEOs, and DEOs.

L3 also made steady progress with the development of print and audio materials for P4 English and mathematics and submitted them to TAC for approval.

L3 also trained senior mentors in Transforming Classrooms phase 3, focusing on P3 materials and mathematics, and phase 4, focusing on inclusive education. Regional coordinators conducted monitoring visits to Continuous Professional Development (CPD) sessions and teacher trainings and provided support. In August 2015, the School-based Mentoring Program was restructured. L3 will continue providing support to the program.

Teachers in schools without mentors also received training. Through direct training, 3,358 teachers from 933 schools were trained on the use of L3's P3 materials.

Literacy and Numeracy Advisors (LNAs) continued to provide support to Teacher Training Colleges (TTCs). With new placements in year 4, L3 has now placed volunteers at each of the 13 TTCs L3 supports. The LNAs trained TTC tutors on P3 materials, and provided ongoing support for best literacy and numeracy instruction practices, through workshops and sessions on storytelling, material-making, phonics, and mathematics. They organized 13 Writers Workshops, benefiting TTC tutors and student teachers as well as primary teachers, in which 256 original stories were produced. Twelve Math Camps were also organized. Teaching Resource Centers (TRCs) were completed in each of the 13 TTCs and handed over to the College of Education in an official ceremony. Several literacy events were organized in TTCs as part of a Book and Reading Festival and Rwanda Reads literacy celebration.

Concern also trained 524 School General Assembly Committees (SGACs) from Nyanza, Huye, Ruhango, Muhanga, Rulindo, and Burera districts on their roles and responsibilities and support to teacher motivation, literacy, and equity in education. DEOs and SEOs were trained on supporting the monitoring of the SGACs action plans. Through monitoring, 11 SGACs from Nyamagabe, Nyaruguru, and Gisagara were identified and awarded to support their teacher motivation initiatives. Another 10 were identified for awards from Ruhango, Nyanza, and Huye districts. Several literacy day events, in which students participate in reading competitions, were organized, and SGACs also made progress in development of separate girls' washrooms.

The second Andika Rwanda national writing competition was launched and advertised. Districts held juries and sent their best stories and poems to Kigali for final evaluation, which will take place in October. L3 circulated an RFQ for the editing, illustrating, and printing of the winning stories and poems.

L3's Community Mobile Library (CML) Initiative reached all 30 districts in Rwanda with the distribution of an additional 28 CMLs for a total of 77 CMLs nationwide. The initiative expanded to include civil society organizations and churches as implementing partners.

L3 Plus, L3's special education needs component, was launched. VSO conducted a rapid assessment study, and a technical working group convened to draft training modules for educators on visual, hearing, physical, and intellectual impairments. Resource centers are set to launch in October.

Finally, the M&E and implementation teams visited and monitored a total of 373 schools and observed 184 audio lessons and 249 non-audio lessons. The 2014 national baseline report was completed, and assessment tools for the 2015 P4 national baseline were completed and data collectors trained.

The following report details L3's progress throughout year 4.

2.0 PROGRESS TOWARD RESULTS

Result 1: Improved quality of teaching

Activity 1.A: Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision.

Reading Standards

L3 together with REB and partners drafted reading fluency standards for P3 and P5 in 2012. In year 4, L3 used these proposed P3 reading standards in the reporting of L3's national baseline assessment conducted in September 2014. According to the proposed standards, P3 students are proficient readers if they can read between 33 to 47 words of a grade level Kinyarwanda text per minute. In the baseline study, 25% of the students sampled met this standard.

In preparation for L3's national midline assessment, L3 has also proposed reading standards for P2. At the L3 Steering Committee meeting on August 21, 2015, L3 proposed P2 reading fluency standards at 20-32 words correct per minute. The Steering Committee agreed that the standard will be used in L3's national midline assessment in October 2015 as well as the endline in 2016.

Support to REB's new competence-based curriculum

Throughout the entire curriculum reform process, L3 has aimed to provide targeted technical support to REB, ensuring that L3 materials and practices will remain relevant and aligned to the new curriculum. L3 has attended multiple workshops and provided support to Curricular and Pedagogical Materials Development (CPMD) subject specialists. Specifically, in year 4, members of the L3 technical team attended a workshop in Musanze from October 6th to 11th 2014 in which subject panels developed syllabus details for P1 to S6. From December 8th to 12th 2014, the team attended an additional workshop to support the development of general and subject specifications for textbooks. Finally, from February 21st to 25th 2015, a member of the L3 literacy team attended another workshop in Musanze on the development of the teacher guidance document for the new curriculum.

Throughout the process, L3 provided support specifically to the mathematics and language arts subject panels. EDC mathematics specialist Paul Goldenberg attended some workshops at the request of CPMD and provided guidance on textbook specifications and assessment, maintaining regular feedback and advice on the process through email.

The L3 technical team also revised the English curriculum at the request of CPMD.

Following the launch of the new curriculum in April 2015, L3 continued to support the process through the REB curriculum materials implementation task force. From May 5th to 9th, a workshop was held for developing training content and plans on the new curriculum. From June 2nd to 3rd, a workshop was held to map the teacher training program. Finally, from June 8th to

17th, a workshop was held to develop the teacher training materials. A member of the L3 team attended each of these workshops to offer support.

Assessment Tools

As part of L3's material development process, the L3 technical team develops formative assessment tools for reading and numeracy skills which are to be administered by a teacher or community volunteer every two weeks. In year 4, L3 developed all formative assessment tools for P4 English and mathematics, aligning with the new assessment guidelines as part of the new curriculum.

The team has also revised the formative assessments for P1 English and Kinyarwanda as part of materials revision, explained in further detail in section 1.B. The revised assessment tools focus on the unit's key competences as well as the students' reading and writing skills. Revised teachers guides give guidance to teachers on conducting continuous formative and summative assessment as part of the teaching and learning process.

Outputs 1.A:

- Contribution to the finalization of the national reading and mathematics standards (Ongoing)
- Embedding of common vision in new primary curriculum supported. Completed.
- Tools for measuring progress with respect to standards developed. Completed.

Activity 1.B: Develop an instructional package keyed to the new standards and instructional models

P3 instructional materials

In Q1 of year 4, L3 completed the finalization of P3 Kinyarwanda, English, and mathematics print and audio materials following recommendations by REB's Textbook Approval Committee (TAC). The final materials were submitted to the printing company English Press Ltd in Nairobi for mass printing.

P4 materials

In year 4, L3 developed print and audio materials for P4 English and mathematics. English materials include a teachers guide, a student daily reader, read aloud story collection, and audio

> **L3 Materials Case Study: GS Murama, Bugesera**
>
> "Students enjoy learning in a special way," says Dancille Nyirahabimana, a P1 teacher at GS Murama, of the L3 audio lessons. Dancille says her students enjoy having the lesson with the "audio students," Mahoro and Hirwa. "They motivate the students," she says. "They are the same age."
>
> Here's what Dancille's students had to say for themselves: "There are stories, it helps us to increase our knowledge."

lessons. Mathematics materials include a teachers guide and sample audio math chants and games.

On April 23rd, REB officially launched the new national competence-based curriculum and released several documents, including Guidance for Teachers and Specifications for Teaching and Learning Materials. The instructional materials development team had a workshop with CPMD focal points, the CPMD Deputy Director General, and the L3 COP from June 3rd to 5th to agree on a way forward for aligning the P4 materials to the new curriculum. An additional workshop was held from August 27th to September 7th to review the progress of the materials.

The final materials were submitted to TAC for approval at the end of September.

P1/P2 materials revision
In year 4, REB requested L3 to revise the P1, P2, and P3 English and Kinyarwanda materials to align with the new competence-based curriculum. USAID agreed with REB to print the revised P1 and P2 materials for distribution to schools in the 2016 school year.

In July, L3 reinstated the Kinyarwanda Instructional Materials Development Team to revise and align the materials for this purpose. L3 held a workshop in Musanze from July 13th to 15th with CPMD focal points to review the existing materials, agree on needed revisions, and develop a new scope and sequence. A second workshop was held from August 27th to September 9th to review the revised materials and agree on the format for the teachers guide, pupil's daily reader, and assessment activities. Recommended changes were made, and the Kinyarwanda P1 materials were submitted to TAC for approval in September 2015.

Output 1.B:

- P3 materials finalized and submitted to TAC for final approval. Completed.
- Approved P3 materials submitted to the printer. Completed.
- P3 materials distributed to schools. Completed.
- P4 materials completed and submitted to TAC. Completed.

Activity 1.C Complete School-based Mentoring (SBMP) framework and train mentors

Mentor Training
In year 4, L3 completed phase three and four of the "Transforming Classrooms" training for senior mentors. From October 16th to 17th 2014, 58 senior mentors participated in the third phase training, focusing on the P3 instructional materials and mathematics. A new training video "Numeracy Best Practices" was developed for the training and for the cascade of the training to school-based mentors (SBMs) and to teachers.

The fourth training phase took place on May 18th and 19th 2015 under the theme "Helping all children achieve—using assessment and differentiation to respond to children's education needs." 54 senior mentors participated in this training, which was also co-facilitated by REB Teacher Development and Management (TDM), REB ICT, and the Rwanda National Union for the Deaf (RNUD).

Following training, L3's regional coordinators conducted visits to mentors' continuous professional development (CPD) sessions to monitor the cascade of training. These visits took place in Gakenke, Rulindo, Muhanga, Musanze, Nyanza, Gatsibo, Nyarugenge, Kicukiro, and Gasabo districts.

Figure 1 An SBM training teachers on the use of P3 materials at GS Gakenke in Gatsibo district

Training of Teachers

To ensure that all teachers received training on the use of P3 materials, L3 provided direct training for teachers at schools which were not supported by the SBM Program in February and March 2015.

Figure 2 Training of teachers without mentors in the northern province

The program implementation and technical teams developed the training manual. VSO volunteers who supported the training received an orientation session on February 26th and 27th. The training was completed in February and March over the weekends to avoid interrupting lessons during the week. In total, 3,358 teachers from 933 schools were trained.

Table 1 Teachers trained in schools without mentors

DISTRICT	MALE	FEMALE	TOTAL
KIGALI CITY			
GASABO	38	81	119
KICUKIRO&NYARUGENGE	25	62	87
SUB TOTAL	**63**	**143**	**206**
EASTERN PROVINCE			
BUGESERA	57	46	103
RWAMAGANA	6	14	20
GATSIBO&KAYONZA	87	81	168
KIREHE	59	60	119
NYAGATARE	59	57	116
NGOMA	26	47	73
SUB TOTAL	**294**	**305**	**599**
NORTHERN PROVINCE			
MUSANZE	101	114	215
GICUMBI	47	51	98

RULINDO	37	62	99
GAKENKE	72	117	189
BURERA	52	45	97
SUB TOTAL	**309**	**389**	**698**
SOUTHERN PROVINCE			
KAMONYI	47	113	160
GISAGARA	59	80	139
HUYE	35	68	103
MUHANGA	57	107	164
RUHANGO	33	57	90
NYARUGURU	39	43	82
NYAMAGABE	70	81	151
NYANZA	56	68	124
SUB TOTAL	**396**	**617**	**1, 013**
WESTERN PROVINCE			
RUSIZI	54	100	154
NYAMASHEKE	48	73	121
KARONGI	73	133	206
RUTSIRO	61	54	115
RUBAVU	59	34	93
NYABIHU	44	29	73
NGORORERO	32	48	80
SUB TOTAL	**371**	**471**	**842**
GRAND TOTAL	**1, 433** (42.7 %)	**1,925** (57.3%)	**3, 358**

M&E of the SBM Program

L3 is a member of the SBM Task Force subcommittee which was tasked with developing SBM guidelines, including suggestions of an M&E strategy for the program. Further progress of these guidelines has been disrupted with the restructuring of the overall SBM Program.

Outputs 1.C:

- Recruitment of SBM and SM population completed. Not complete; SBM Program restructured.
- Mentor training plan and materials developed and implemented. Completed.
- M&E system for the SBMP developed and implemented. Not complete; SBM Program restructured.
- Training plan for P1, P2 and P3 teachers implemented and monitored. Completed.

Activity 1.D: Roll out the SBMP

In August 2015, REB announced the restructuring of the SBM Program, and all SBMs ceased their work. REB expects to recruit and deploy new SBMs to all public and government-supported schools in the country in Q1 of year 5. L3 will continue to provide support to the program through the SBMP Task Force and Teacher Professional Development Technical Working Group.

Outputs 1.D:

No activities planned.

Activity 1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs

Volunteer Recruitment

L3 provides support to the 13 original Teacher Training Colleges (TTCs), though the three new TTCs also receive L3 materials. With the arrival of new volunteers in year 4, L3 has placed a Literacy and Numeracy Advisor (LNA) at each of the original 13 TTCs. This year's placements are reflected in the table below.

Table 2 VSO LNA TTC placements

	Volunteer name	TTC	Start of Service	End of Service
1	Anne Olieba	TTC Muhanga	4-Oct-14	29-Feb-16
2	Antonina Musuya	TTC Gacuba	11-May-14	29-Feb-16
3	Gana Simon	TTC Byumba	15-Jan-14	11-Jan-16
4	Maaike Baak	TTC Zaza	4-Oct-14	29-Feb-16
5	Mary Wangui Wambugu	TTC Matimba	11-May-14	31-Dec-15
6	Monica Dillys Atoo	TTC Muramba	28-Sep-13	15-Aug-15
7	Natif Isaac	TTC Cyahinda	4-Oct-14	29-Feb-16
8	Prima Yanuar Jumhana Rukmanta	TTC Save	5-Feb-14	3-Feb-16
9	Sarah Barnett	TTC Mururu	11-Jan-14	11-Jun-15
10	Ciaran Burke	TTC Kirambo	1-Nov-14	31-Aug-15
11	Francis Tiberondwa	TTC Rubengera	15-Feb-15	30-June-16
12	David Keane	TTC Mbuga	7-Sept-15	30-June-16

L3 materials/practices in TTCs

In February 2015, L3 provided all 16 TTCs with eight copies each of all P3 materials. Each TTC received eight copies of the Kinyarwanda, English and Math teachers guides, the Kinyarwanda and English student readers, and the Kinyarwanda and English read aloud story collections. In Q2 and Q3, LNAs trained tutors at the TTCs on the use of the P3 materials. Informal mentoring

on P3 materials took place at TTC Mbuga, as the volunteer there reported tutors' confidence following formal training on P1 and P2 materials.

Table 3 TTC tutors trained on P3 materials

Name of TTC	Number of trained tutors - TTCs		
	Total	F	M
Matimba	34	11	23
Bicumbi	17	5	12
Zaza	36	21	15
Byumba	4	0	4
Kirambo	5	0	5
Shyogwe	10	3	7
Save	2	1	1
Cyahinda	7	3	4
Gacuba II	30	22	8
Rubengera	4	1	3
Mururu	3	2	1
Muramba	16	5	11
	168	**74**	**94**

In addition to formal training, LNAs provide ongoing support to TTCs on L3 materials and practices. One main mechanism of support is holding sessions for student teachers as they prepare to go out for their teaching practice. Throughout year 4, LNAs have also held a number of sessions and workshops on the use of storytelling, phonics, and materials-making, specifically as supplementary materials to the L3 instructional materials. The following table provides a sampling of the sessions held in year 4.

Table 4 Support provided at TTCs

TTC	Activity	Participants
TTC Byumba	Storytelling workshop	Teachers at GS Byumba
	Materials-making workshop, supplementary materials for L3 program	SBMs, primary teachers, student teachers

	English phonics and reading strategies workshop	English tutors, English primary school teachers
TTC Mururu	Teaching practice feedback sessions	Student teachers
TTC Byumba	L3 lesson design workshop	SEOs, SBMs, primary teachers, tutors
TTC Muramba	Poetry contest	Student teachers
TTC Muhanga	Phonics and Reading Skills Workshop	Primary teachers, student teachers, tutors, head teachers
	Mathematics instruction workshop	Student teachers
TTC Gacuba	Workshop to prepare for teacher practice	Student teachers
TTC Kirambo	English phonics and reading training	tutors
TTC Matimba	Teaching aids workshop	Student teachers

Many of these sessions take place at the TTCs' Teaching Resource Centers (TRCs).

Volunteers also specifically support the Teaching Methods and Practices Course. In year 4, VSO volunteers developed a collection of speaking and listening activities for teaching storytelling, poetry, songs, rhymes, and tongue twisters. Audio recordings were also developed. It was determined that the resources were easy to use and that no formal training was necessary for the materials to be implemented in the TTCs.

Outputs 1.E:

- Each TTC supported by a VSO volunteer. 11 TTCs currently supported; 13 TTCs have been supported throughout L3.
- L3 instructional materials and practices integrated into TTCs. Ongoing.
- Ongoing support to TTC tutors and student teachers provided. Ongoing.

Activity 1.F Pilot initiatives to improve teachers' motivation and working conditions

CLNVP
The Community Literacy and Numeracy Volunteer Program (CLNVP) has concluded. The CLNVP handbook (annex 1) provides guidance to volunteers on conducting reading session and math games with children. The handbook will be printed and shared with REB and partners early in year 5.

Figure 3 CLNVP volunteer Celestin Nyandwi reads a story from the L3 read aloud story collection

CLNVP Case Study: Volunteer Celestin Nyandwi

Volunteer Celestin Nyandwi, a teacher at Gakomeye Primary School in Bugesera, was inspired by the CLNVP as a volunteer, teacher, and parent. As a result of participating in the program, he introduced new interactive techniques to his classroom. "I can easily teach lessons using games and songs," he says. One such technique is to use objects, such as marbles, when teaching addition and subtraction. One of his students, Olivier, used to miss lessons and become distracted by playing games, especially one known as *biye* played with marbles. Now, he's eager to attend lessons which make use of fun, interactive activities.

Being a volunteer also impacted Celestin's parenting of his four-year old daughter Peace. "It's not only the role of the teacher to education children, but also the responsibility of the parent," he says. In the evening, he reads her the books he borrows from the school and the community library. "Her reading skills have greatly improved."

After seeing this impact, Celestin was inspired to open Rugogwe Nursery School. Twenty-seven students between the ages of three and four, including his own daughter Peace, attend. He reads the children stories and plays the games and activities he learned in the volunteer program. "I borrow storybooks with cartoons because children tend to be highly interested in them," he says.

SGAC training

L3 partner Concern Worldwide trains School General Assembly Committees (SGACs), formerly Parent Teacher Committees (PTCs), on their roles and responsibilities as well as their support to teacher motivation, literacy, and equity in education. Five members of each SGAC is trained, including the SGAC president (a parent), the vice president (a teacher), the secretary (head teacher), a teacher representative, and school owner or SEO.

In year 4, introductory meetings were held in Rulindo and Burera with DEOs, SEOs, and immigration and Joint Action Development Forum (JADF) officers as these were new districts for Concern's SGAC trainings. The meetings were to introduce the program and target beneficiaries and to discuss roles and responsibilities of various stakeholders.

Following introductory meetings, Concern trained SGACs in Nyanza, Huye, Ruhango, Muhanga, Rulindo, and Burera districts, as detailed in the table below.

Table 5 SGACs trained

DISTRICT	SGACs	Head Teachers	Teachers	Parents (PTC President and Vice President)	SEOs	School owners/CES	SBMs	Total	F	M
Nyanza	81	81	81	142	10	81	17	412	119	293
Huye	88	88	88	198	14	77	19	484	205	279
Ruhango	71	71	70	134	8	25		308	100	208
Muhanga I	53	50	53	105	6	12		226	81	145
Muhanga II	55	53	55	109	6	9		232	77	155
Rulindo	83	80	83	166	13	15		357	109	248
Burera I	47	42	46	90	7	12		197	53	160
Burera II	46	46	46	96	10	15		213	45	152
TOTAL	524	511	693	1040	74	246	36	2,429	789	1,640

At the end of the training, SGACs identify gaps and plan initiatives. For teacher motivation, these initiatives can include tontines and income-generating activities to support teachers. The five trained members then go back to their SGACs to share what they've learned with the other members and finalize their action plans together.

Teacher Motivation Case Study: Nkaka Primary School, Nyamagabe district

Nkaka's SGAC decided to award teachers in recognition of the good work they are doing. At the beginning of each term, parents and teachers contribute a small fee. At the end of term, outstanding teachers are awarded the amount collected. "I feel inspired to see that the work we do here at the school is being acknowledged and I am motivated to do even better," says teacher Twizeyimana Venatie, a teacher at the school.

After the trainings, Concern works with DEOs and SEOs to support and monitor SGACs' implementation of their action plans. In year 4, Concern trained the DEOs and SEOs from Nyanza, Huye, Ruhango, and Muhanga on the monitoring and evaluation of SGACs. Experience sharing meetings were also held to share best practices and discuss challenges. Throughout the year, SEOs and Concern staff conducted visits to SGACs in Ruhango, Muhanga, Nyanza, Nyamagabe, Nyaruguru, Gisagara, and Huye, as reflected in the table below. The majority of SGACs visited had already begun implementing their action plans for teacher motivation initiatives.

Table 6 SGACs implementing initaitives

Districts	Training period	PTCs trained	PTCs visited	PTCs with initiatives
Ruhango	Jan-15	71	66	65
Muhanga	March-April 2015	108	90	76
Nyanza	Oct-14	81	67	49
Nyamagabe	Jul-14	102	66	50
Nyaruguru	Aug-14	89	66	26
Gisagara	Feb-14	64	40	31
Huye	Nov-14	88	62	57

During monitoring visits, Concern is also able to identify the best SGAC initiatives in support of teacher motivation. The best are then awarded 620,500 Rwandan francs to support the continuation of the initiative. Eleven SGACs from Nyamagabe, Nyaruguru, and Gisagara received awards for initiatives including tontines for teachers, growing vegetables or bananas, raising animals and having a hair salon on the school grounds. Ten SGACs from Ruhango, Nyanza, and Huye were also identified to receive awards early in year 5.

Teacher Motivation Case Study: Mbogo Primary School, Gisagara district

The SGAC from Mbogo Primary School in Gisagara district is among those who received awards for teacher motivation initiatives. At Mbogo, the SGAC came together to discuss the challenges that teachers face at their school. They found that some teachers live too far away from the school to return home for lunch and so they teach the afternoon sessions without eating. Hungry and tired, they were unable to provide the same quality of instruction as in the morning session. Others walked 3 or more kilometers home and struggled to return to school to begin the afternoon session on time. Each day, the students in their afternoon sessions were missing 30 minutes of valuable learning time.

Mbogo's SGAC decided to support teachers, ensuring that they have what they need to be energized, alert, and ready to deliver engaging lessons to their students. The SGAC now cultivates plantains and beans at the school and hired a cook to prepare lunch for teachers each day at school. The SGAC also used their award to buy a cow to provide milk for teachers and to fertilize the plantation.

"It has become easier for me to resume afternoon teaching sessions on schedule. I'm able to teach with no exhaustion, as I used to experience," says teacher Gerald Ntabana of his experience with the new program.

Outputs 1.F:
- PTCs trained and supported to motivate teachers. Ongoing.
- Community Literacy and Numeracy Volunteer Program completed and findings presented to relevant stakeholders. Final report printed.

Result 2: Improved availability and use of teaching and learning materials

Activity 2.A: Provide all teachers and students with a comprehensive package of learning materials

P3 materials distributed nationwide
In year 4, L3 distributed print and audio instructional materials for P3 English, Kinyarwanda, and mathematics to all public and government-aided schools nationwide.

The exercise began in November, when L3 Regional Coordinators began collecting SD cards from schools. Rather than purchasing new SD cards, L3 added P3 audio content to the existing

SD cards in schools. In total, L3 copied audio content on 10,600 SD cards collected from schools and on new additional SD cards. Schools with more than 13 teachers were also provided with additional phones and speakers.

Regional Coordinators then re-distributed the SD cards in meetings held with all DEOs, SEOs, and head teachers in January. At the meetings, participants also engaged in discussion about the implementation of the program.

Table 7 Technology distributed

Number of technologies	FY2015
Phones	878
Speakers	870
SD cards	874

Following review and approval from members of L3's technical team, English Press began the printing of P3 materials on December 20th and began distribution in January 2015.

Additional P1 and P2 materials were also distributed to 39 schools which did not receive them in 2014, either because they were new schools or weren't on the list of schools.

Table 8 L3 materials distributed

Materials distributed	2015
P1 Kinyarwanda Readers (3 terms combined)	16,797
P1 English readers – Term Three	4,982
P2 Kinyarwanda Readers (Three terms)	4,982
P2 English readers (Three terms)	6,512
P1 Kinyarwanda Read aloud	88
P1 Kinyarwanda Teacher guide	91
P1 English Teacher guide	135
P1 Math Teacher guide	135
P2 Kinyarwanda Read aloud	270
P2 Kinyarwanda Teacher guide	540
P2 English Teacher guide	60
P2 Math Teacher guide	117
Total P1 &P2 materials	36,724
P3 Kinyarwanda students books	422,977
P3 English students books	422,726
P3 Kinyarwanda Read aloud stories	6,325

P3 English Read aloud stories	6,297
P3 Kinyarwanda Teach Guides	6,388
P3 English Teacher guides	6,385
P3 Math Teacher guides	6,379
Total P3 materials distributed	**877,477**
L3 materials distributed to Community Mobile Libraries	35,641
L3 materials distributed to TTC and other REB Institutions	23,577

P1, P2, and P3 program supported nationwide

Regional Coordinators worked closely with local education stakeholders to support the implementation of the program. At the end of the 2014 school year, regional coordinators contacted SEOs and head teachers to ensure that schools had collected all student readers back from students. Throughout the year, regional coordinators provided DEOs, inspectors, and SEOs with regular updates on the implementation of the program and observations from school monitoring visits and lesson observations. Regional Coordinators shared information about stolen or damaged materials, observations about the use of L3 materials in school, creation of print rich classroom environments, and so on.

Figure 4 An example of student readers covered and collected at the end of term

Figure 5 A good example of print rich environments, shared with DEOs

P4 materials field testing

As in previous years, Remera Catholic Primary School agreed to allow field testing of L3 materials in classes. Up to 250 students participated. L3 tested the P4 audio lessons, teacher guides, leveled texts, poems, and audio stories and incorporated regular feedback into the materials. Feedback from the testing was regularly incorporated into the materials.

National Writing Competition

The 2015 Andika Rwanda national competition for writing children's stories and poems was officially launched on May 26, 2015 as part of the Rwanda Reads General Assembly. At the event, DEOs received packets of information for DEOs, sector offices, and head teachers with information on how to participate.

Winners from the 2014 competition also attended the event and received copies of their published stories and poems. Several of the students brought copies of new stories and poems that they wrote after winning the competition, expressing their continued writing ambitions. The students were eager to learn how they could get connected with publishers to see if more of their writing could be published.

Figure 6 Andika Rwanda 2014 winner receives the book with his published story

Information about the competition was also shared on MCOP, the development partner newsletter, REB and MINEDUC websites, with Peace Corps volunteers, RENCP, NINGO, and various partners' social media pages. SEOs, primary schools, all schools that participated in the 2014 competition, and managers of L3's community mobile libraries were sent SMSs alerting them to the competition and informing them of how to receive their information packets. From June 16th to 24th, a radio ad featuring Rwandan hiphop artist Jay Polly was aired on Radio Rwanda, Radio 10, KFM, and Radio Flash. The deadline for writers was June 26th.

In July and August, DEOs organized district-level juries and sent their best stories and poems to Kigali for final evaluation. The national jury and award ceremony will take place in October 2015.

In September, L3 also disseminated an RFQ for the publication of the winning stories and poems. A publisher will be selected in October 2015. L3 will work to facilitate a relationship between the publisher and REB to ensure that the stories and poems will be made available to schools, libraries, and book shops beyond the initial printing funded by L3.

Andika Rwanda Case Study: CML Muramba, Ngororero

CML manager Jean de Dieu Bambanza used the publication of the 2014 Andika Rwanda stories and poems to encourage visitors to the library to write for themselves. "If others were able to write their own stories, why not you?" he told the library visitors. At the library's International Literacy Day celebration, several adults and children read their own stories and poems, some of which were entered into the 2015 competition.

Jean de Dieu's story "Kubwayo agororerwa i Bwami" came in third place in the adult author category. Although only first place winners in each category are awarded, this success encouraged him to continue writing and gave him the confidence to send his stories directly to publishers.

Figure 7 A member of CML Muramba reading her original poem (Photo credit: Ric Francis/Rwanda Reads)

Outputs 2.A:

- P1 and P2 program supported and P3 program rolled out nationwide. Completed.
- P4 materials developed field tested. Completed.
- Second annual national writing competition completed. National jury and award ceremony to take place in October 2015.

Activity 2.B: Pilot additional innovative tools and materials, particularly in rural and low-income regions

In year 4, L3 continued to rollout the Community Mobile Library (CML) Initiative and to monitor existing libraries. 28 new libraries were distributed, bringing the total to 77 libraries across the country, reaching all 30 districts. The initiative was further expanded to additional partners; L3 signed an MoU with Compassion International, which partners with churches throughout Rwanda to initiate projects to benefit poor children through access to education and health care. With this partnership, L3 has provided libraries to churches including Anglican Church of Rwanda (EAR), Association des Eglises Pantecotistes au Rwanda (ADEPR), Restoration Church, Eglise Methodiste Libre au Rwanda (EMLR), and Union des Eglises Batistes au Rwanda (UEBR). Peace Corps volunteers (PCVs), VSO, the Italian organization AVSI, and government officials continued to sponsor and support libraries.

Figure 8 Laissa, daughter of Gicumbi CML manager, began visiting the library in 2012 while she was in nursery school (left); today, she has begun primary and continues to read (right)

In addition to receiving the collection of CML books, the libraries also received copies of L3 Kinyarwanda and English student readers and read aloud books as well as books from the 2014 Andika Rwanda competition.

During the distribution, the L3 Equity and Parent Partnership Task Leader also visited 56 existing CMLs. These libraries were also provided with L3 materials and Andika Rwanda books. Of the libraries visited, 16 were found to be inactive. The majority of these libraries had been established by PCVs who had since finished their placements. In year 4, inactive libraries in Gatsibo/Kabarore, Gicumbi/Rukomo, and Musanze/Muhoza were relocated and are now

managed by EAR, AVSI, and a Catholic Parish, respectively. L3 has identified new sponsors for an additional 5 of the inactive libraries. For the remaining 8 inactive libraries, L3 will engage with local authorities to determine whether the libraries can be reactivated or whether they should be relocated to other communities in the district.

During the monitoring process, general trends have been observed. The most successful libraries tend to be managed by faith-based or community-based structures. Libraries which engage adults in interesting activities, such as cooperatives, attract and sustain more adult clients. Adults are also demanding additional Kinyarwanda titles. Generally, the most active library users tend to be children and students. In Q1 of year 5, L3 will implement a sustainability plan informed by these visits.

Figure 9 CML Muramba; top: Adult literacy student Habiyaremye Madeline reads her poem, bottom: cooperative members display their produce, right: adults read L3 student readers and Andika Rwanda books

CML Case Study: Muramba Community, Ngororero district

At the CML in Muramba Community, students and adults alike regularly visit the library. Each Friday, students from the primary school visit to return the books they've borrowed and discuss what they've read before selecting new ones for the following week. Adults in the community attend regular literacy classes which are held at the library and especially enjoy reading the Andika Rwanda stories and the L3 student books in Kinyarwanda and English. Trainers from the Rwanda Agricultural Board's Farmer Field School select adults from the literacy classes to join cooperatives. Through the library, adults have access to opportunities to develop themselves through reading and through improving their livelihoods.

"Before coming in the library, I wasn't confident. Now I'm confident to discuss with anyone," says adult literacy student Habiyaremye Madeline. At the library's International Literacy Day celebration, Madeline read aloud her own poem.

Adult literacy student Joseph Munyaneza, 26, thanks the library for his success. He dropped out of school in primary due to health problems and became a cultivator. At the library, he became a strong reader in Kinyarwanda and learned English. "I am a farmer, but I like to study, I like to read," he says. "I'll continue, I'll never stop."

L3 hopes that, at the close of the project, the churches, volunteers, civil-society organizations, and local authorities sponsoring libraries will continue to manage and sustain them. L3's relationship with Rwanda Library Services is on hold as they go through restructuring.

The below table summarizes the 77 libraries established to date. Libraries established in year 4 are in bold.

Table 9 L3 libraries in Rwanda

	District	Sector	Sponsor	Date established	Visited in year 4?	Status
1	Bugesera	Juru	PCV	2013/Jan	visited	Inactive
2	Bugesera	Ruhuha	NAR	2014/March	visited	
3	Bugesera	Nyamata	CHABAH	2015/May		
4	Burera	Rwerere	Catholic Parish	2014/Jun	visited	
5	Gakenke	Janja	Catholic Parish	2014/Sept	visited	
6	**Gakenke**	**Gakenke**	**EAR**	**2015/March**		

	District	Sector	Sponsor	Date established	Visited in year 4?	Status
7	Gasabo	Kinyinya	KWBC	2014/May		Inactive
8	**Gatsibo**	**Muhura**	**AVSI**	**2015/Jun**		
9	**Gatsibo**	**Kabarore/Simbwa**	**EAR**	**2014/March**	**visited**	**Relocated**
10	**Gatsibo**	**Kabarore/Kabarore**	**ADEPR**	**2015/March**		
11	Gatsibo	Nyagahanga	Catholic Parish	2014/March	visited	
12	Gatsibo	Gatsibo/gituza	VSO	2014/March	visited	
13	Gicumbi	Nyankinki	Kinishya Cell	2014/Jun	visited	
14	Gicumbi	Rukomo	AVSI	2012/Oct	visited	Relocated
15	Gisagara	Mamba	PCV/Gikonko Multimedia center	2013/Sept	visited	Inactive
16	**Gisagara**	**Gikonko**	**PCV**	**2015/Jun**		
17	Huye	Simbi	Concern	2014/Sept	visited	
18	**Huye**	**Ngoma**	**UEBR**	**2015/March**		
19	**Kamonyi**	**Gacurabwenge**	**AVSI**	**2014/Nov**	**visited**	
20	Karongi	Gashali	VSO	2014/April	visited	
21	**Karongi**	**Murundi**	**EPR**	**2015/August**		
22	Kayonza	Ruramira	GS Ruramira	2012/Oct	visited	Inactive
23	**Kayonza**	**Kabare**	**Inkurunziza Church**	**2015/Jun**		
24	**Kayonza**	**Kabarondo**	**Catholic Parish**	**2015/Sept**		
25	Kicukiro	Kanombe	SANGWA	2014/May	visited	
26	Kicukiro	Masaka	Catholic Parish	2014/Sept	visited	
27	**Kirehe**	**Kigina**	**ADEPR**	**2015/Jun**		
28	Kirehe	Nasho	Nasho Sector	2014/Sept	visited	
29	Kirehe	Kirehe	Catholic Parish	2014/Sept	visited	
30	Muhanga	Kibangu	PCV	2013/Sept	visited	
31	Musanze	Muhoza	VSO	2014/March	visited	Inactive
32	Musanze	Rwaza	Catholic Parish	2014/March	visited	
33	Musanze	Busogo	Catholic Parish	2014/Sept	visited	
34	Ngoma	Karembo	PCV	2012/Oct	visited	
35	Ngoma	Mutenderi	PCV	2013/Sept	visited	
36	Ngoma	Jarama	Ihanika Cell office	2013/Sept	visited	Inactive
37	Ngororero	Matyazo	PCV	2013/Sept	visited	
38	Ngororero	Gatumba	PCV	2012/Oct	visited	Inactive
39	Ngororero	Ngororero	Umuhuza	2014/Jun	visited	
40	**Ngororero**	**Muhororo**	**Umuhuza**	**2014/Nov**	**visited**	
41	**Nyabihu**	**Shyira**	**EAR**	**2015/Jun**	**visited**	

	District	Sector	Sponsor	Date established	Visited in year 4?	Status
42	Nyabihu	Rambura	Catholic Parish	2014/March	visited	
43	Nyabihu	Mukamira	EAR	2014/March	visited	
44	Nyagatare	Rwempashya/Gicwamba	Apostles Church	2013/Aug	visited	
45	Nyagatare	Rukomo/Rurenge	Rurenge Cell	2013/Sept	visited	Inactive
46	Nyagatare	Karangazi	PCV	2014/Feb	visited	
47	Nyagatare	Matimba	Catholic Parish	2014/March	visited	
48	Nyamagabe	Musange	PCV	2012/Oct	visited	Inactive
49	Nyamagabe	Tare	VSO	2013/Sept	visited	
50	Nyamagabe	Kitabi	Sector office	2012/Oct	visited	
51	Nyamashyeke	Kanjongo	VSO	2013/Sept	visited	
52	**Nyamashyeke**	**Kibogora**	**EMLR**	**2015/March**		
53	**Nyanza**	**Kigoma**	**AVSI**	**2014/Nov**		
54	**Nyanza**	**Cyabakamyi**	**PCV**	**2015/March**	**visited**	
55	Nyarugenge	Nyamirambo	PESCT	2014/May	visited	
56	Nyarugenge	Muhima	SANGWA	2014/May		
57	Nyaruguru	Ruramba	PCV	2012/Oct	visited	Inactive
58	**Nyaruguru**	**Kibeho**	**ADEPR**	**2015/July**		
59	**Rubavu**	**Nyamyumba**	**ADEPR**	**2014/Nov**	**visited**	
60	**Rubavu**	**Gisenyi**	**Restoration Church**	**2015/March**	**visited**	
61	Ruhango	Byimana/Mpanda	PCV/Cell office	2014/Feb	visited	
62	Ruhango	Ruhango	AVSI	2015/May		
63	Rulindo	Bushoki/Gasiza	Catholic Parish	2014/Sept	visited	
64	**Rulindo**	**Bushoki/Nyirangarama**	**PCV**	**2014/Nov**	**visited**	
65	**Rulindo**	**Base**	**District**	**2015/Feb**	**visited**	
66	**Rulindo**	**Bugera**	**Sector office**	**2015/Sept**		
67	Rusizi	Gashonga	PCV	2013/Sept	visited	Inactive
68	Rusizi	Muganza	PCV	2014/Jun	visited	Inactive
69	Rusizi	Kamembe	Catholic Parish	2014/Jun		
70	**Rusizi**	**Gihundwe**	**District**	**2015/Feb**	**visited**	
71	**Rusizi**	**Nkombo**	**ADEPR**	**2015/Jun**		
72	Rutsiro	Mushubati	Catholic Parish	2014/Sept	visited	
73	**Rutsiro**	**Mushubati/Bumba**	**MGC community center**	**2014/Nov**	**visited**	
74	Rutsiro	Boneza/Kinunu	Catholic Parish	2014/Sept	visited	
75	**Rutsiro**	**Mushubati/Sure**	**EPR**	**2015/August**		
76	Rwamagana	Ruhunda	PCV	2013/Sept	visited	Inactive
77	**Rwamagana**	**Munyaga**	**EAR**	**2015/Jun**		

- Twenty additional community mobile libraries established and supported. Completed.

Activity 2.C: Support student, teacher and community production of low-cost/no-cost materials.

Writers Workshops

During the writers' workshops, participants are guided step by step through the story writing process, using a variety of interactive, learner-centered activities, including listening to stories, songs, and drama. In Q1, the VSO Writers Workshop Advisor began conducting Writers Workshops with locally-based co-facilitators to ensure writers workshops could continue past her placement. Co-facilitators received copies of all materials and planned additional story writing activities.

The Writers Workshop Manual was also updated so that workshops could take place in two days rather than three, which is more manageable with the TTC timetable. The manual includes an overview of the workshop, a facilitators' guide, sample stories and story templates, a guide to writing new stories, and attendance and evaluation sheets.

Following the departure of the Writers Workshop Advisor, Writers Workshops continued in the TTCs. After the workshops, participants created rice sack books from the best stories from the workshops.

Figure 10 Rice sack books made after writers workshops

Table 10 Writers Workshops held in year 4

Location	Date	TTC Tutors	Student Teachers	Teachers	Others	Total
TTC Gacuba	Sept 29-Oct 1 2014	0	19	15	0	34
	May 25-27 2015	4	4	26	0	34
Nyabihu School for the Deaf	Oct 5 2014	0	0	5	0	5
TTC Matimba	Feb 16-18 2015	0	16	26	0	42
TTC Byumba	Feb 23-24 2015	0	0	13	2	15
TTC Kirambo	Jan 21-23 2015	0	9	18	0	27
TTC Muhanga	Jan 28 – Feb 1 2015	3	8	13	0	24
TTC Cyahinda	May 18 – Jun 1 2015	7	8	20	3	38
TTC Mururu	July 8-10 2015	0	0	14	3	17
	Mar 23-24 2015	2	9	21	7	39
	May 30 2015	0	47	0	0	47
TTC Rubengera	May 11-13 2015	9	12	11	0	32
TTC Gacuba	July 18, 25, 27 2015	6	20	10	22	60
Total		**31**	**152**	**194**	**37**	**414**

Table 11 Stories produced in Writers Workshops and problem sets produced in math camps

TTC	Number of different book/story titles authored locally in writer's workshops held in FY 2015					Number of different problem sets authored In math camps in FY 2015				
	Q1	Q2	Q3	Q4	T	Q1	Q2	Q3	Q1	T
MATIMBA	0	20	30	8	58	0	0	11	0	11
BICUMBI	0	0	0	0	0	0	0	0	0	0
KIRAMBO	0	27	0	0	27	0	0	9	25	34
GACUBA	35	0	23	15	73	0	0	10	0	10
BYUMBA	0	15	0	0	15	0	0	0	8	8
RUBENGERA	0	0	0	0	0	0	0	0	0	0
SAVE	0	0	0	0	0	0	0	0	0	0
CYAHINDA	0	0	5	17	22	0	0	0	0	0
ZAZA	0	0	0	0	0	0	0	0	12	12
MBUGA	0	0	0	0	0	0	0	0	0	0
MURURU	0	0	12	0	12	0	0	4	0	4
MUHANGA	0	17	12	20	49	0	0	36	12	48
MURAMBA	0	0	0	0	0	0	0	0	0	0
Total	35	**79**	**82**	60	256	0	0	70	57	**127**

Math Camps

Through Math Camps, participants learn how to make mathematics enjoyable for students by using learner-centered starter activities, engaging students in critical thinking and problem solving, and solving problems in a real life context. Participants also learn about various assessment techniques. In Q2, LNA volunteers met to design a standardized way to conduct Math Camps so that participants produce problem sets, known as mathematical investigations.

In year 4, a number of math camps took place, as reflected in the table below.

Table 12 Math Camps held in year 4

Location	TTC Tutors	Student teachers	Teachers	Others	Total
TTC Gacuba	21	0	0	0	21
TTC Save	0	16	9	0	25
TTC Cyahinda	37	15	12	1	65
TTC Muhanga	2	8	12	0	22
	1	54	0	0	55
TTC Kirambo	1	0	28	3	32
TTC Gacuba II	9	20	14	5	48
TTC Matimba	2	15	19	1	37
TTC Matimba	2	15	20	1	38
TTC Byumba	0	0	18	7	25
TTC Zaza	3	0	11	0	14
Total	78	143	143	18	382

Materials Making

VSO established Teaching Resource Centers (TRCs) at each of the 13 original TTCs. On May 7th, an official ceremony to hand them over to the College of Education was held at TTC Bicumbi. At the TRCs, volunteers hold materials making sessions for tutors, student teachers, and primary teachers in the vicinity of the TTC. For example, volunteers hold drop in sessions for student teachers who are preparing for their teaching practice. Volunteers also hold special workshops for creating low-cost, no-cost materials to supplement the L3 materials. Such materials include number flash cards, number charts, number fans, bottle top counting sticks, and alphabet charts. Rice sack book making also takes place at the TRC.

Figure 12 Rice sack storybook making in TTC Mururu
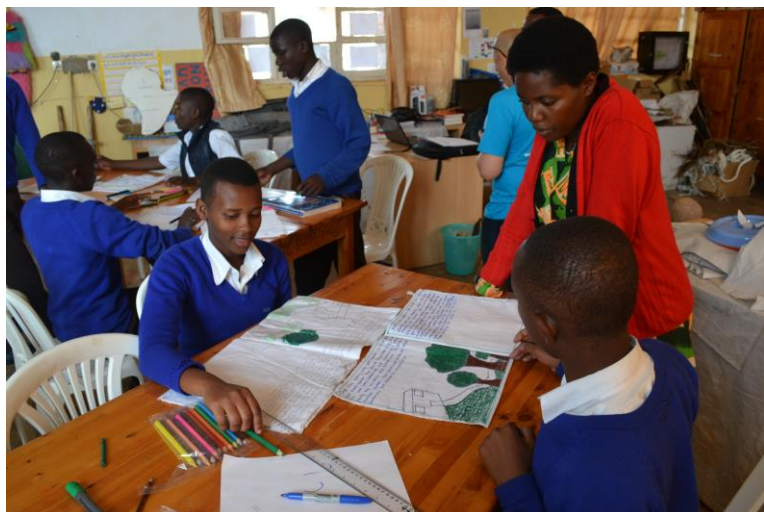
Figure 13 Rice sack book making at TTC Byumba

Outputs 2.C:

- Writers Workshops conducted in TTCs. Ongoing.
- Math Camps conducted in TTCs. Ongoing.
- TTC tutors, student teachers, and primary teachers trained in making low-cost, no-cost materials. Ongoing.

Activity 2D: Promote a culture of reading

SGAC Training

As explained in section 1.F above, in year 4 Concern trained 524 SGACs in Nyanza, Huye, Ruhango, Muhanga, Rulindo, and Burera districts. As part of their training, SGACs learn about their role in promoting community involvement in literacy by sensitizing parents, families, local leaders, and school staff.

As part of their training, SGACs then make action plans for implementing activities to promote literacy. While Concern provides awards to the best initiatives in support of teacher motivation, initiatives in support of literacy are not awarded, as the events are easy to complete without budget support.

Among these activities, a number of literacy days were held. In Q1, a literacy day was organized in Nyaruguru district. A radio spot was also aired on Radio Salus and Radio Communicaire in the southern province. In Q3, additional literacy celebrations were held in Ruhango involving 1,003 students from 16 schools and in Huye involving all 88 schools. Literacy celebrations were also held in Nyamagabe, Nyanza, and Muhanga, involving over 28,000 parents, students, and teachers in Q4.

During literacy events, P1-P4 children participate in school- and sector-level reading competitions. Sector-level winners are awarded pencils, notebooks, and posters with Behavior Change Communication (BCC) messages about promoting literacy. Parents are also invited to participate and are sensitized about the importance of supporting their children to become strong readers.

Figure 14 Reading competition in Huye, supported by the SBM and SGAC

Figure 15 Reading competition inspired other students to read

Figure 16 Reading competition attracted people passing by; vegetable sellers going to the market, moto and bicycle taxi drivers

These literacy events have had a big impact. When Concern first began holding reading competitions, few parents would attend, sometimes not even all members of the SGAC. Today, more members of the SGAC and even other parents, especially those whose children are competing, are attending. Parents are also now aware that they should allow their children to read the books that they are bringing home rather than keeping them from the children to avoid damage. Children are responding well too. Today, so many children volunteer to participate in reading competitions that teachers are unable to find enough prizes for all participants. Students have reported that reading helps them to know more than what they learn in school. Due to this great success, some SGACs have decided to make literacy events regular events at the end of each term.

At the events, Concern also distribute BCC posters with messages promoting the culture of reading.

TTC outreach activities

LNA volunteers at TTCs regularly organize events and activities in support of literacy. In February 2015, LNAs organized events in line with Rwanda Library Services' Book and Reading Festival. A book fair and contests for read aloud and poster making were held at TTC Byumba, and a library visit and reading competition was organized at TTC Kirambo. In September, LNAs also organized events at their TTCs in line with Rwanda Reads' Literacy Month. These included reading and writing competitions, literacy games, and book making competitions. Additionally, a Home Literacy Conference was held at TTC Byumba in Q4 to raise parents' and head teachers' awareness about the importance of home reading.

Outputs 2.D:

- PTCs trained and supported on community support to literacy. Ongoing.
- TTC outreach activities conducted to promote the culture of reading. Ongoing.

Result 3: Support for English

Activity 3.A: Develop a program to transition teachers (and students) to English as a language of instruction

As mentioned in 1.B, in year 4 L3 completed and distributed the P3 English print and audio instructional materials. P3 is a particularly important year as it is the last year that students learn in Kinyarwanda before transitioning to English as the language of instruction. L3 also submitted final P4 English materials to TAC.

Outputs 3.A:

- See outputs in 1.B and 1.C above

Activity 3.B: Use IAI to reinforce and extend face-to-face ESL training program

As part of the materials development process, L3 develops English audio lessons, incorporating best practices in second language teaching. Using the audio programs not only develops students' English language but also supports teachers.

Outputs 3.A:

- See outputs in 1.B above

Activity 3.C Use the SBMP to reinforce teachers' English

REPS

In October 2014, 30,158 teachers across the country participated in the English proficiency progress tests as part of the Rwanda English Proficiency Standards for teachers (REPS). Results

of 26,800 teachers, who had participated in the February 2014 diagnostic testing, were analyzed. Of these teachers, 88% had demonstrated a measurable improvement in their English level.

A report on the tests was submitted to REB in November 2015. Protocols and sample test items were handed over to TDM.

TTC Extracurricular Activities
In TTCs, LNA volunteers lead a number of extracurricular activities in support of student teachers developing English language skills. In Q3, volunteers developed an English Club manual to standardize the support across the TTCs.

For example, in TTC Mururu, the volunteer organized conversation sessions for students to practice English after the holiday. Students also attended sessions on storytelling in English. At TTC Matimba, the volunteer works with the Writers and Journalists Club, in which participants write stories, make rice sack books, and contribute to the college magazine. In TTC Muhanga, debate competitions are organized. Volunteers have reported that students are improving in their confidence and ability to speak English. Volunteers are able to converse with students more than before the clubs began.

Figure 17 TTC Mururu Storytelling club reads to a P6 class

Outputs 3.C:

- Test of teachers' English language proficiency conducted. Completed.
- Report on the testing results submitted to TDM. Completed.
- System established to enable REB TDM to conduct bi-annual English proficiency tests. Completed.
- Extracurricular activities in support of English supported at TTCs. Ongoing.

Activity 3.D Revise the existing English curriculum

As explained in section 1.A, L3 attended a number of curriculum reform workshops in year 4, providing support to the English subject panel. L3 also conducted a review of the English curriculum as requested by CPMD.

Outputs 3.D:

- Curriculum review workshops attended and technical assistance provided to the review process. Completed.

Result 4: Strengthen Ministry Capacity

Activity 4.A: Strengthen MINEDUC central capacity

L3 aims to support REB by participating in a number of REB Task Forces and Technical Working Groups, including the SBM Program Task Force, the Teacher Professional Development Technical Working Group, the Pre-Service Task Force, the Curriculum, Materials, and Assessment Technical Working Group, the School Leadership and Management Task Force, and the Rwanda Reads Steering Committee. In year 4, L3 continued to participate in these and to co-chair the SBM Task Force.

Also in year 4, L3 established the L3 steering committee. Members of the steering committee include:
- REB DG
- DDG CPMD
- DDG TDM
- DDG EQS
- DDG National Exams
- DDG ICT
- MINEDUC Director of General Planning
- University of Rwanda Dean of the School of Basic Education
- USAID Education Office Director
- USAID Agreement Officer Representative
- L3 COP
- L3 DCOP
- L3 Technical Director

The first meeting was held on October 15, 2014, when TORs were discussed and approved. Additional steering committee meetings were held on April 15 and August 21, 2015. Steering committees are an opportunity to discuss and move forward with the program. Agenda items in year 4 included the development of instructional materials and TAC review, training of teachers, and the baseline report.

Also in year 4, a joint committee was established with the REB ICT department to review the use and maintenance of ICT in schools.

Outputs 4.A:

- L3 Program used to strengthen REB capacity. Ongoing.
- REB task forces and technical working groups supported. Ongoing.

4.B TTCs into centers of excellence for literacy/numeracy.

VSO LNA volunteers aim to organize sessions and activities to benefit not only TTC tutors and student teachers, but also primary school teachers in the vicinity of the TTC. LNA volunteers have begun drafting criteria for what would make TTCs into centers of excellence. They also offer support to teachers who come to use the TRC and invite them for trainings. At TTC Mururu, weekly sessions are held in the TRC for primary school teachers, and other TTCs are now working on establishing a regular calendar for teachers to visit the TRCs. At TTC Save, the library has effectively become a community library, and primary teachers and the community regularly visit to read and borrow books.

Primary teachers also participated in trainings held on phonics and reading skills and benefited from outreach activities. Additionally, in year 4, as detailed in section 2.C, 192 primary school teachers participated in Writers Workshops and 134 participated in Math Camps held at the TTCs.

Figure 18 TTC Mururu book fair for parents

Figure 19 Primary school teachers show off materials made in the TRC at TTC Gacuba

Outputs 4.B:

- Teachers in the vicinity of TTCs provided with opportunities to attend trainings and workshops for literacy and numeracy. Ongoing.

Activity 4.C. Develop tools and systems for monitoring teacher practices.

In May 2014, L3 began using an SMS reporting system called DataWinners through the SBM Program. Senior mentors were trained and cascaded training to SBMs. A refresher training was held in October 2014 and again in May 2015.

L3 also added school and grade-monitoring questionnaires into the DataWinners system. The system was used to track information about the P3 materials, use of L3 instructional materials, data on teachers who received at least 16 hours of coaching and mentoring, and general school information. The L3 M&E and Program Implementation Teams verified data on school visits by asking teachers whether they had been trained and supported by SBMs on the use of L3 materials.

As mentioned, in August REB announced the restructuring of the SBM Program and all mentors left their posts, meaning that mentors did not continue training into term 3. When mentors left their posts, it was reported that 200 teachers received at least 16 hours of mentoring, and an additional 1,851 teachers received training for fewer than 16 hours, as reflected in the table below.

Table 13 Teacher training by SBMs as of July 2015

Province	District	Working SBMs (A)	Number of SBMs who reported (B)	% (B/A)	Number of Schools reported	=/>16 Hours training (P3 teachers)		<16 hours training (P3 teachers)		= />16 Hrs (P3,P2,P1 teachers)
						M	F	M	F	M+F
Kigali City	Gasabo	13	13	100%	21	1	0	18	38	1
	Kicukiro	9	10	100%	19	0	0	12	37	3
	Nyarugenge	/8	4	36%	8	0	0	6	20	0
	Sub total	**34**	**27**	**79%**	**48**	**1**	**0**	**36**	**95**	**4**
Southern	Gisagara	15	11	73%	20	5	1	15	43	112
	Huye	26	25	96%	41	3	7	16	38	12
	Kamonyi	19	14	74%	22	0	0	8	41	0
	Muhanga	28	21	75%	36	1	0	14	39	2
	Nyamagabe	22	11	50%	20	0	0	11	22	0
	Nyanza	19	17	89%	30	2	1	21	39	6
	Ruhango	21	21	100%	37	5	17	20	35	23
	Nyaruguru	31	18	58%	27	0	0	17	40	0
	Sub total	**181**	**138**	**76%**	**233**	**17**	**28**	**121**	**223**	**58**
Western	Karongi	37	28	76%	53	0	2	37	51	3
	Ngororero	31	23	74%	39	9	6	13	31	23
	Nyabihu	26	23	88%	44	7	4	38	41	11
	Nyamasheke	40	34	85%	58	1	3	39	56	5
	Rubavu	21	15	71%	24	0	0	22	25	0
	Rusizi	34	24	71%	45	0	0	23	57	0
	Rutsiro	33	15	45%	26	0	0	24	23	3
	Sub total	**222**	**162**	**73%**	**289**	**17**	**13**	**196**	**288**	**43**
Northern	Burera	29	22	76%	41	1	0	57	47	2
	Gakenke	34	34	100%	62	20	25	23	35	57
	Gicumbi	37	28	76%	50	4	2	50	38	6
	Musanze	16	10	62%	14	0	0	12	17	0
	Rulindo	26	22	85%	39	3	6	21	38	9
	Sub total	**142**	**116**	**81%**	**206**	**27**	**34**	**165**	**174**	**74**
Eastern	Bugesera	29	23	79%	40	7	4	30	52	14
	Gatsibo	17	7	41%	13	0	0	11	20	0
	Kayonza	32	25	78%	40	3	9	32	61	15
	Kirehe	14	13	93%	22	0	0	26	40	0

Ngoma	25	18	72%	32	2	7	334	43	13
Nyagatare	23	16	70%	30	11	5	32	43	27
Rwamagana	24	15	63%	25	9	6	20	41	17
Sub total	**164**	**117**	**71%**	**202**	**32**	**31**	**184**	**300**	**81**
Grand Total	**743**	**560**	**75%**	**978**	**94**	**106**	**701**	**1150**	**254**
					200		**1851**		

- Senior mentors and school-based mentors thoroughly trained in the use of the SMS reporting system. Completed.
- SMS reporting system used in the School-based Mentoring Program. Mentoring program restructured.

Activity 4.D. Improve tools and systems for assessing students' reading and mathematics competencies.

In March 2015, L3 presented the 2014 National Reading and Mathematics Baseline Assessment results at REB's senior management meeting and shared the report. REB senior management agreed to provide feedback on the report. At the end of year 4, L3 was waiting to receive the feedback.

The national Learning Assessment in Rwandan Schools (LARS) was conducted by REB in 2014. The final report is not yet available. When the report is available, L3 will determine whether it is possible to combine results.

Output 4.D:

- Results of the baseline assessment presented to REB. Completed.
- Results of the baseline assessment combined with the national assessment conducted by REB. Not completed.

Result 5: Improved Equity in Education

Activity 5.A: Ensure equal access to quality instruction

L3 is providing the same comprehensive package of print and audio materials to all schools. The scripted lessons in the teacher guide, as well as the audio lessons, ensure that the materials are used in the same way across the country. L3 also aims to support the implementation of the program at all schools, including those not supported through the SBMP.

Outputs 5.A:

- No activities planned

Activity 5.B: Promote positive images of girls and other marginalized groups

Concern has developed posters with illustrations promoting equity in education. Specifically, the posters address girls' rights to an education, children with disabilities, poor children, and orphans. The materials have been finalized and will be printed and distributed in year 5.

Outputs 5.B:

- Equity messages disseminated through BCC materials. Carried over to year 5.

Activity 5.C: Train teachers and parents to address barriers

Training on SEN module
In year 4, VSO volunteers supported the training of tutors, student teachers, primary teachers, and head teachers on special education needs (SEN) and inclusive education. A training for 18 tutors took place at TTC Mururu from November 10th to 13th 2014. Following the training, tutors agreed to share the information they learned with their students. In Q2, trainings were held for 16 teachers at TTC Matimba and 7 tutors, 11 student teachers, 15 primary school teachers, 2 head teachers and the TTC Champlain were trained at TTC Muhanga. In Q4, 3 head teachers, 11 teachers, 10 tutors, and 11 student teachers were trained at TTC Cyahinda. Additionally, a rice sack book making competition was held at Nyabihu School for deaf children in Q3. Volunteers supported teachers to write stories and make books for use in class.

Figure 20 Designing an inclusive classroom – TTC Mururu, November 2014

SGAC training on equity in education
As part of the SGAC training initially mentioned in section 1.F, SGACs learn about the importance of equity in education and plan initiatives to support inclusive education, such as building girls' washrooms, organizing gender clubs, and visiting the families of children who stopped coming to school. In year 4, 524 SGACs in Nyanza, Huye, Ruhango, Muhanga, Rulindo, and Burera districts completed this training.

46

Concern and EDC also conducted monitoring visits to SGACs who received girls awards in year 3 for their initiatives promoting girls' education. These visits found that girls' rooms had been rehabilitated, parents had been sensitized, and girls were confident and knew who to talk to if they needed help.

Figure 21 Imanikundabayo Denyse P6 students at G.S Ngarama, Rulindo explaining the importance of special girls room

Figure 22 School Head teacher Mr Thomas MUNYABARENZI showing the functioning of water tap in the girl's room, PS Sanza, Karongi

Support to Girls Education, Case Study: GS Ngarama, Rulindo and Sanza PS, Karongi

The SGAC at GS Ngarama used their girls' award to supply sanitary pads, washing basins, soap, and other materials for the girls' room. The room also has a bed and mattress so that girls can rest if they are feeling unwell. The SGAC also established an anti-violence club which educates students on their rights and how to avoid gender-based violence through drama and working group discussions.

P6 student Imanikundabayo Denyse explains, "This room is very important to us girls because it has reduced absenteeism at school."

At PS Sanza, the SGAC used their award to add a water tap and mattress to their girls' room. They have also appointed two teachers in charge of advising girls, established a gender club, and began a program of sensitizing parents on girls' education and reproductive health. SGAC member Anne Marie Mukamatayo uses the parents' evening program *umugoroba w'ababyeyi* to sensitize parents on the importance of providing sanitary materials to girls and giving them equal opportunities to attend school.

P4 student Uwimana Solange commented, "The girls' room is useful because we no longer return home due to menstrual problems. Teachers in charge of girls help us. When it is complicated, we sleep here in the girls' room."

Output 5.C:
- TTCs trained on special needs education and equity. Ongoing.
- PTCs trained and supported on undertaking initiatives for equity in education. Ongoing.

Activity 5.D. Provide additional resources to rural, low-income areas

In 2014, Concern revised their SGAC training plan. Rather than training 2 members of each SGAC nationally, they are training 5 members of SGACs at 40% of public primary schools. It was determined training more members was more effective at ensuring SGACs implemented their action plans To reach 40% of schools, Concern is training all SGACs in the southern province and added another 5 districts from other provinces. Districts were selected according to district poverty profiles from the Comprehensive Food Security and Vulnerability Analysis and

the third Integrated Household Living Conditions Survey from the National Institute of Statistics. Through this process, Burera and Kayonza districts were selected.

Additionally, L3's CML Initiative aims to provide the most remote, low-income communities with access to rich reading materials. Libraries are distributed to communities ready to manage them with preference for rural communities. In year 4, one CML was even distributed to Nkombo Island in Rusizi district.

Figure 23 L3 delivering books to Nkombo Island CML

Outputs 5.D:

- Rural, low-income districts and communities identified for additional support. Completed.

Activity 5.E. Increase awareness of equity issues at key nodes

In Q2, VSO was awarded the subgrant for the L3 SEN program. L3 Plus seeks to improve equitable access to education for students with special education needs. The goal is to improve education, care, and support for children with special needs and to change attitudes about special education needs in communities. Specifically, the project will develop training modules on how to adapt L3 materials for children with SEN. These modules will be piloted and cascaded by the teachers trained. Additionally, two centers will be established in Nyaruguru and Nyamagabe districts as information hubs about children with SEN in the area. The centers will have resources and materials to support educators and parents.

A startup workshop was held on May 12th to present the program to stakeholders. A rapid assessment was carried out in Nyamagabe and Nyaruguru districts from June 29th to July 17th and presented at a validation meeting on July 29th. The report has been finalized.

The resource centers, at Munenge Primary School in Nyaruguru and Uwinkingi Health Center in Nyamagabe, will open in October 2015. Resource center assistants have been recruited, and materials are being procured.

A Technical Working Group was formed to develop inclusive education modules for teachers including EDC, MINEDUC, REB, the College of Education, UNICEF, National Council for People with Disabilities (NCPD), HVP Gatagara, Association Generale des Handicapes au Rwanda (AGHR), Rwanda Union of the Blind (RUB), Rwanda National Union of the Dear (RNUD), Collectif Tubakunde, volunteers, and VSO staff. They met on September 14th and 15th to draft the modules on hearing, visual, physical, and intellectual impairments. The modules will be finalized in November 2015.

Outputs 5.E:

- Subgrant on special needs education awarded. Completed.
- At least one model special needs education resource center established. Centers to open in October 2015.
- Guidance and materials provided to parents and community workers on how to deal with special needs children. Modules to be finalized in November 2015.
- Teaching strategies for conveying the L3 program effectively to children with special needs identified, and workshops held to disseminate these strategies. Modules to be finalized in November 2015.

Monitoring and Evaluation

The L3 M&E team regularly collects actual results against the targets as defined in the Performance Monitoring Plan. The team adapted classroom observation tools, grade monitoring forms, and school forms for the inclusion of P3 and also developed school monitoring guidelines. These were incorporated into the Survey To Go System.

In year 4, the team collected data on P3 teachers trained, materials distributed to schools and community mobile libraries, and trainings of SGACs and TTC tutors.

Additionally, the M&E team conducted a midterm review to assess beneficiaries' and stakeholders' perceptions of the quality of support and services provided. Results were shared with the L3 Implementation and technical teams. The report detailed successes of the program but also challenges, including damaged materials, technology problems, and insufficient time for teacher training. The implementation and technical teams aimed to provide support in the areas identified.

School Monitoring
In year 4, the L3 M&E and program implementation teams conducted regular school monitoring and lesson observations. They used the school and grade monitoring tools in Survey To Go to assess the progress and status of L3 implementation in schools and non-audio and audio

observation tools to assess teachers' practices in teaching literacy and numeracy. The following tables summarize the schools monitored and lessons observed.

Table 14 Schools visited in FY15

Kigali City /District	# of schools visited	Northern Province/ District	# of schools visited	Southern Province/ District	# of schools visited	Western Province District	# of schools visited	Eastern Province/ District	# of schools visited
Gasabo	13	Burera	11	Gisagara	20	Karongi	19	Bugesera	12
Kicukiro	12	Gakenke	17	Huye	13	Ngororero	8	Gatsibo	11
Nyarugenge	11	Gicumbi	18	Nyamagabe	11	Nyabihu	12	Kayonza	10
		Musanze	18	Nyanza	12	Nyamasheke	11	Kirehe	8
		Rulindo	20	Nyaruguru	15	Rusizi	13	Ngoma	11
				Kamonyi	9	Rubavu	11	Nyagatare	10
				Ruhango	7	Rutsiro	8	Rwamagana	10
				Muhanga	12				
Total	**36**	**Total**	**84**	**Total**	**99**	**Total**	**82**	**Total**	**72**

Table 15 Grade monitoring FY 2015

Province	Grade	Subject taught			Total
		Kinyarwanda	Math	English	
East	P1	44	37	25	106
	P2	41	32	28	101
	P3	29	39	27	95
	Total	**114**	**108**	**80**	**302**
Kigali City	P1	15	9	8	32
	P2	9	12	5	26
	P3	12	13	15	40
	Total	**36**	**34**	**28**	**98**
North	P1	42	33	27	102
	P2	38	37	25	100
	P3	30	35	24	89
	Total	**110**	**105**	**76**	**291**
South	P1	64	64	53	181
	P2	53	54	53	160
	P3	56	56	50	162
	Total	**173**	**174**	**156**	**503**
West	P1	23	10	5	38
	P2	16	8	8	32
	P3	11	12	6	29
	Total	**50**	**30**	**19**	**99**
Grand total		**483**	**451**	**359**	**1293**

Table 16 Audio lessons observed

		Subject taught			Total
		Kinyarwanda	English	Math	
Class observed	P1	19	17	14	50
	P2	17	20	11	48
	P3	22	35	29	86
Total		58	72	54	184

Table 17 Non audio lessons observed

		Subject taught			Total
		Kinyarwanda	English	Math	
Class	P1	35	16	21	72
	P2	31	32	33	96
	P3	29	26	26	81
Total		95	74	80	249

Teachers were also asked the frequency that they use L3 technology.

			How often do you use this technology in teaching students in this subject?					
			Every day	2-4 times a week	Once a week	More rarely than once a week	Never	Total
What grade are you teaching?	P1	Count	52	292	33	17	51	445
		% for Grade 1	11.7%	65.6%	7.4%	3.8%	11.5%	100.0%
	P2	Count	59	257	27	12	51	406
		% for only grade 2	14.5%	63.3%	6.7%	3.0%	12.6%	100.0%
	P3	Count	50	227	18	21	51	367
		% for only grade 3	13.6%	61.9%	4.9%	5.7%	13.9%	100.0%
Total		Count for all grades	161	776	78	50	153	1218
		% of all grades Total	13.2%	63.7%	6.4%	4.1%	12.6%	100.0%

During school visits, the M&E and implementation teams discussed the implementation of the program with teachers. They also collected examples of best practices in schools and classrooms. The team has observed that more and more teachers are creating teaching aids, such as flash cards. This could be because, since lessons are scripted for teachers in the teachers guide, they now have more time to be creative. The team has also seen greater use of group and pair work. During L3's first teacher trainings, teachers would claim that group work wouldn't be possible in their large classrooms with young children. Today, group and pair work is a common practice. Teachers are also more regularly assigning students homework, and students are bringing home their daily readers to practice.

School management of materials and technology is also improving. The team has observed that children have been covering their student daily readers, and schools store the books from other terms in the school library or other bookshelves. Schools have also been proactive about the management of technology by replacing cables and batteries with school funds and finding alternative means, such as laptops, to keep technologies charged. Examples of these good practices can be found in the photos below and in Annex 2 attached.
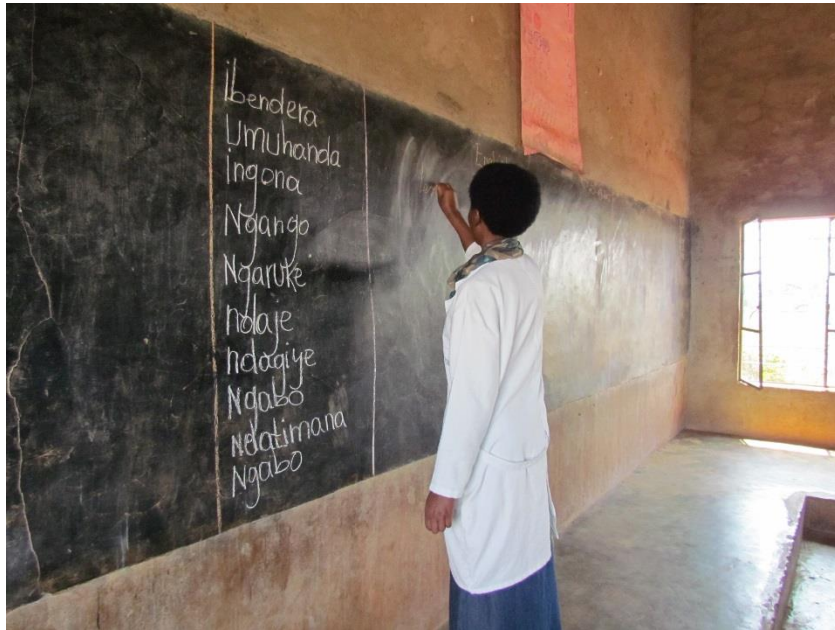
Figure 24 A word wall in a P1 classroom in Kayonza district

Figure 25 Children counting in pairs with beans, Muhanga district

Figure 26 Mini library in each classroom, EP Biti, Muhanga

Figure 27 Students practice English in pairs at GS Busanza, Gasabo

Partners Support

In year 4, Concern and VSO staff were trained on L3 M&E procedures, including tools, data collection process, and data management. Participants set mechanisms for data quality assurance. M&E also revised the monitoring tool and data analysis for the Community Mobile Libraries and completed data collection and analysis.

Data Quality Assessments

The L3 M&E team regularly verify data on training and material distribution during school monitoring visits. Additionally, the team participates in data quality assessments.

USAID conducted a DQA in October 2014 for the following indicators: **3.2.1-31** Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support and **3.2.1-35** Number of learners receiving reading interventions at the primary level.

In Q2, the M&E team conducted an additional DQA on the following three indicators: **3.2.1.18:** Number of PTAs or similar 'school' governance structures supported (Output) reported by Concern Worldwide; **3.2.2-33:** Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities (Output); and **3.2.2-42:** Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (Output) which is reported by VSO.

Finally, in Q3, the team conducted a DQA on the following two indicators: **3.2.1-32:** Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support **(**Output) and **Custom:** Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact).

2014 National Baseline
In Q1, L3 completed the data analysis and final report for the 2014 National Baseline Assessment for P1, P2, and P3 literacy and numeracy. The findings showed that students whose teachers were trained by School-based Mentors had higher average performance; that there is a wide range of results across schools, in each grade on both tests. There was also a great diversity of scores within schools; most schools had students with zero scores on some tasks as well as students who can read at grade level. The assessment revealed gender trends where girls on average performed better than boys in reading, while boys performed better than girls in mathematics.

As far as the geographical location is concerned, the assessment revealed that students in urban districts and closer to Kigali performed better than students in rural districts farther from Kigali.

The final report was shared with REB and is awaiting their feedback prior to finalization and dissemination.

2015 national midline and baseline
In year 4, the L3 M&E and technical teams worked with REB staff at CPMD and EQS to develop assessment tools for the national baseline assessment of P4. The tools include Kinyarwanda reading and comprehension tests and procedural fluency mathematics tests. The tools were then piloted in four schools in Kigali, assessing 240 P4 students.

L3 then trained the data collectors for the P1, P2, and P3 national midline and P4 baseline. The data collectors include nine REB pedagogical inspectors and eight external enumerators. Data collection is planned to take place from October 6th to 21st when 2,400 P1-P4 students will be assessed from 60 schools in 30 districts.

Outputs Monitoring and Evaluation:
- Ongoing performance monitoring and evaluation conducted. Ongoing.
- L3 implementing partners and staff re-oriented and supported in implementation of M&E systems and procedures. Completed.
- Data quality assurance procedures implemented and reported on a quarterly basis. Completed.

- Project partners supported in assessment of CLNVP activities, community mobile libraries, and use of behavior change communication (BCC) materials in improving reading culture and equity in education. Ongoing.
- 2014 National Baseline Assessment for P1, P2, and P3 literacy and numeracy data analyzed, reported, and disseminated. Report awaiting REB feedback prior to dissemination.
- 2015 National Midline Assessment for P1, P2, and P3 literacy and numeracy and 2015 National Baseline Assessment for P4 literacy and numeracy data collected. Data collection to take place in October 2015.

3.0 RESULTS ACHIEVED

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q4 FY 2015	Notes
3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	*Definition*: Number of P1 to P4 learners benefitting from USG support *Disaggregation*: Gender,	*Schedule*: Annual *Source*: MINEDUC enrolment Statistics (projections based on 2011 figures, with extrapolations of growth) *Considerations*: Official statistics are released the next calendar year, targets are projections, with the correction for the actual the following year	Dir.	654,212	649,388	As per 2014 MINEDUC Education statistics, 649,388students were enrolled in P 1 and benefited from L3 intervention in public and government aided schools.
			F	331,685	315,861	
			M	322,526	333,527	
3.2.1-27 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Outcome/ Impact)	*Definition*: Proportion of learners who attain the specified threshold in fluency at the end of P3. *Disaggregation*: Gender,	*Schedule*: Twice (baseline/end line) *Source:* REB Fluency Assessment in Rwanda Schools *Considerations*: P3 standards need to be defined.	Dir.	TBD per standards	n/a	Data will be reported in FY2016

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q4 FY 2015		Notes
		Baseline data to be collected in early 2014					
3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Output)	*Definition*: Number of mentors/ teachers/head teachers/ trained by L3 initiative *Disaggregation*: Gender, Province	*Schedule:* Annual *Source:* Attendance records *Considerations:* The calculation of targets assumes reaching 75% of all teachers of relevant grades.	Dir.	3,917	T	3408	The actual result represent P3 teachers directly trained by EDC/ L3 and by School Based Mentors who were assigned in schools until July 2015
					F	1980	
					M	1428	
3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output)	*Definition*: Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs *Disaggregation*: Gender	*Schedule:* Annual *Source:* Attendance records *Considerations:* The targets are based on the assumption that the VSO partner will be able to recruit and retain its volunteers,	Dir.	1,477	T	2,688	The actual result represents Students' teachers enrolled in Year 1 who have been supported in 13 TTC supported by EDC/ L3
					M	1,174	

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q4 FY 2015		Notes
		and College of Education will approve them. The targets are based on estimations of enrollment of 300 per TTC in literacy and math tracks and may change based on the actual enrollment data.			F	1,514	
3.2.1-35 Number of learners receiving reading interventions at the primary level (Output)	*Definition:* Number of P1 to P3 students who are exposed to literacy teaching and learning materials produced and distributed by the project *Disaggregation:* Gender	*Schedule:* Annual *Source:* TLM distribution records *Considerations:* Assumes 75% of students regularly use TLMs. The calculations reflect 75% of direct beneficiaries each year.	Dir.	490,659	T	487,041	The actual result of 487,041represents 75% of P1 students who have benefited from L3 Intervention in FY 2015 in public and government aided schools.. The calculation was based on 2014 MINEDUC Education Statistics.
			F	248764	F	236,896	
			M	241894	M	250,145	
3.2.1.18 Number of PTAs or similar 'school' governance structures supported (Output)	*Definition*: Number of PTA groups trained *Disaggregation*: District	*Schedule:* Annual *Source:* Attendance records from partner	Dir.	250	316		.The actual number represents PTC structures trained in four Districts namely Muhanga,

60

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q4 FY 2015		Notes
		Considerations: L3 conducts data quality assurance. Targets based on assumptions of 40% schools reached by CWR					Rulindo, Burera and Ruhango.
3.2.2-33 Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities (Output)	*Definition*: Teacher training colleges where L3 VSOs provide direct instruction to students co-teaching with faculty. TTCs also receive TLMs.	*Schedule:* Annual *Source:* Partner documentation *Considerations:* The targets are based on the assumption that all TTCs will be willing to work with L3 VSO, and that the VSO partner will be able to recruit and retain its volunteers.	Dir.	11	13		Actual result represents 13 TTC supported countrywide
3.2.2-42 Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (Output)	*Definition*: TTC instructors/ tutors and TTC principals and deans trained by L3 VSO volunteers in experiential instructional methodologies *Disaggregation*: Gender, status on enrollment	*Schedule:* Annual *Source:* Training attendance records *Considerations:* Targets assume that 75% of TTC staff will remain with the college	Dir.	110 continuing	New tutors	65	The actual numbers reflects the TTC tutors trained by VSO LNA Volunteers through writers' workshops and Math Camps in 13 TTCs
					Continuing	287	

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q4 FY 2015		Notes
		throughout the project's life					
Custom: Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact)	*Definition*: Initiatives to support teacher motivation include different strategies such as establishing social fund or visiting teachers to express the appreciation. *Disaggregation*: District	*Schedule:* Annual *Source:* PTA reports collected by partner *Considerations:* L3 conducts data quality assurance. The data are being collected through PTAs by the partner and are available the following academic year.	Dir	75%	82%		The actual result of 82% represents 372 PTCSs which initiated teacher motivation initiatives from 452PTC trained and assessed by Concern Staff jointly with Sector Education Officers in Ruhango, Muhanga, Nyanza, Nyamagabe, Nyaruguru, Gisagara, Huye Districts
3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Output)	*Definition*: Number of learning and teaching materials produced and distributed *Disaggregation:* Type	*Schedule:* Semi annual *Source:* Distribution records *Considerations:* Disaggregated by type of materials and source;	NA	900,000	965,638		The actual results for represent the number of L3 materials distributed to primary schools, to TTC and to community libraries

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q4 FY 2015	Notes
		Cost share documentation (in case of BBF donations)				
	Definition: Number of different book/story titles and problem sets authored locally *Disaggregation:* Type	*Schedule:* Semi annual *Source:* Distribution records *Considerations:* Disaggregated by type of materials and author (writers' workshop, math camp participants)	NA	170	383	The actual results represents the stories and problems sets produced in writers' workshops
3.2.1-36 Number of schools using information and communication technology due to USG support (Output)	*Definition*: Number of schools using MP3 players, video players or other technologies received through L3 *Disaggregation*: Types of materials	*Schedule:* Annual *Source:* Distribution records, mentors reports. A sample will be visited by L3 as part of DQA. *Considerations:* The targets assume 75% utilization rate. The expected actual utilization rate is less than 100% due to breakage, staff rotation, etc.	NA	848	900	The actual results represents 77%, the percentage of schools in which teachers use technology at least a week. The percentage was calculated from 367 schools monitored in FY 2015

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q4 FY 2015	Notes
Custom Indicator (Type: Outcome/Impact) *:* Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)	*Definition:* Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline) *Disaggregation:* Gender	*Schedule:* Twice *Source*: Diagnostic tests scores *Consideration:* Baseline diagnostics test to be done in March 2014 and follow up test in October 2014		Average level REPS2	REPS 2	The actual result stems from the results of REPS test administered in October 2014 to 30,158 teachers where 73% of teachers scored at REPS 2 and 2+
3.2.1-37 Number of impact evaluations conducted (Type: Output)	*Definition*: Number of impact evaluations conducted	*Schedule:* Twice *Source:* Ministry National Reading assessment program *Considerations:* Evaluation should be done in the quarter prior to reporting year.		1	2	The impact evaluation conducted are 2 namely the P1, P2 and P3 midline and P4 baseline reading, fluency and math assessment.
	Definition: Number of completed reports submitted to MINEDUC on the impact of L3 initiatives, during grade-specific action research cycles, as well as during nationwide roll out	*Schedule:* Twice *Source:* Report submitted to ministry *Considerations:* Reports to be completed by Q1 of reporting year		2	1	The national baseline reading and mathematics assessment report was submitted and presented to REB.

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q4 FY 2015	Notes
3.2.1-34.Number of standardized learning assessments supported by USG	*Definition* Number standardized learning assessments carried out to measure learning outcomes specific learning outcomes in specific subjects of literacy and numeracy	*Schedule* Annual *Source* Assessment reports *Consideration*	Direct	8	8	8 Standardized Learning assessments administered to P1 to P 4 grades to measure learning outcomes through midline and P4 baseline assessment.

4.0 LESSONS LEARNED

In year 4, L3 learned from experiences with the printing and distribution of L3 materials and technology as well as general implementation. For example, following complications and delays with the P1 and P2 materials, in year 4 L3 decided to select one company for the printing, pick and pack, and distribution of materials. Selecting one company for the entire process proved to be more efficient.

L3 also came up with a good system for the collection, copying, and re-distribution of SD cards with the L3 audio content. Working with the IPRC on the copying of the SD cards proved useful, and having meetings with DEOs, SEOs, and head teachers for the redistribution was an excellent opportunity to discuss the implementation of the program.

L3 also discovered that some schools had found alternative technologies, such as low-cost radios, to play audio lessons in their classrooms. Rather than encouraging schools to replace technology with a specific model, L3 is now encouraging schools to use whatever technology available which is able to play the audio lessons.

Figure 28 A radio purchased by a school

Figure 29 A phone with its own speaker purchased by a school

5.0 ADMIN AND MANAGEMENT

In year 4, monthly and quarterly financial statements and projections and quarterly accruals were prepared and submitted. Quarterly and annual reports were submitted to USAID. EDC Regional Director Kent Noel visited Rwanda and led portfolio reviews in October 2014, March 2015, and September 2015. Regular monthly meetings with L3 partners Concern and VSO and update meetings with USAID were held. In April 2015, Richard Trewby resigned as COP and was replaced by Kingsley Arkorful.

Unanticipated Costs

In year 4, L3 experienced a few unanticipated costs. One was the installation of solar panels in 87 schools which had not been included in the original list of schools without electricity. Additionally, the training of P3 teachers in schools without mentors was not included in the

budget. This is because it was expected that recruitment for the remaining mentor population would be completed, whereas in reality the number of mentors fell.

Outputs for Administration and Finance Management:

- Monthly and quarterly financial statements and projections prepared. Completed.
- Quarterly accruals submitted to USAID. Completed.
- Monthly, quarterly and annual reports prepared and submitted. Completed.
- Quarterly portfolio reviews held to review progress and identify measures to ensure targets are met. Completed.
- Monthly meetings held with L3 sub-awardees to review progress, network, and engage in joint problem-solving. Completed.
- Monthly update meetings held with USAID. Completed.
- Provincial Coordinators supported across management activities. Completed.
- COP and DCOP transition plan developed and activities started. Not completed; a new COP was appointed in April 2015.

6.0 COLLABORATION AND LEVERAGED RESOURCES

As mentioned in section 4.B, two refresher trainings were held for senior mentors on the DataWinners SMS reporting system.

The Mentorship Community of Practice (MCOP) portal, a project of FHI 360, has proven a useful resource for L3. The M&E team uses the portal to communicate with mentors about the SMS reporting guidelines and timelines, and the L3 program implementation and technical teams regularly respond to queries about the L3 materials. On March 5th, L3 facilitated an "Ask the Expert" session on the successes and challenges with using the L3 materials. The session was announced in advance so that mentors could log in and ask questions in real time. With the restructuring of the mentoring program in Q4, L3's use of MCOP has paused. However, L3 was able to communicate with mentors about how to return their netbooks and projectors when they finished their placements.

In year 4, L3 continued to co-chair the SBM Program Task Force. L3 will continue to support the Task Force and work together with other partners as the program is restructured.

L3 also continued working with the Rwanda Education NGO Coordination Platform (RENCP). L3 attended the General Assembly held in July and renewed membership in the teacher development and education leadership and community involvement task forces. L3 also regularly contributed to the development partner newsletter.

Outputs for Collaboration and Leveraged Resources:

- Refresher training for senior mentors on (DataWinners) SMS reporting system conducted. Completed.
- Responses given to mentors' queries on the MCOP platform about the L3 program. Completed.
- Collaboration with other development partners in the SBMP Task Force and other task forces and working groups. Ongoing.
- Participation in development partner meetings and RENCP meetings. Ongoing.

COMMUNICATIONS

In year 4, it was determined that it would no longer be possible to print REB newsletters as neither L3 nor REB were prepared to cover the printing costs. Instead, L3 began working with REB on the development of an electronic newsletter. In Q4, the REB DG approved the first electronic newsletter as well as the design template and overall process of the newsletter. However, by that time the articles were a few months out of date. The L3 and REB newsletter team agreed to move on to produce another issue covering July, August, and September. It will be distributed in October 2015.

In year 4, L3 produced four success stories, featuring audio lessons and solar panels, Remera Catholic teachers, a community volunteer from the CLNVP, and teacher motivation initiatives by SGACs. These stories, as well as new press releases and other content, were added to the L3 website and shared on L3's facebook and twitter pages. Website pages on writers workshops, Andika Rwanda, community mobile libraries, the School-based Mentoring Program, and the instructional materials were updated.

Press releases were developed and disseminated featuring the distribution of solar panels nationwide, the distribution of P3 materials, the launch of the 2015 Andika Rwanda competition, and the visit of the American Ambassador and Minister of Education to L3's recording studio.

Additionally, media were engaged through media site visits which were held in Q4. In July, journalists from RBA, Radio Flash, Kigali Today, and the New Times visited EP Kinyambi in Kamonyi district and GS Busanza in Kigali to observe audio and non-audio lessons and interview teachers and head teachers on the use and management of L3 materials and technology. This media tour was organized to provide journalists with access to best performing schools to highlight best practices in the implementation of the program which other schools may learn from.

Additional media site visits took place in September. Journalists from Igihe and Kigali Today visited an L3 CML in Ngororero district. Journalists had the opportunity to interview the library organizer as well as community members and students who use the library regularly. Journalists from Kigali Today, the New Times, RBA, Imvaho, and Igihe visited TTC Byumba to attend a competition for making rice sack books from stories written at Writers Workshops. The media visits were intended to showcase different aspects of the L3 program in the media.

A number of one-pagers and other materials were developed in year 4. A one-pager on the 2014 National Baseline Assessment for P1, P2, and P3 was developed and distributed to REB senior management. The one-pager with an overview of the L3 program was also translated into Kinyarwanda. A one-pager on the use and management of L3 materials and technology and a handout detailing the Kinyarwanda, English, and mathematics programs were also developed. Finally, activity briefs on different components of the L3 program were also developed.

L3 communications also provided support to the SBM Program. A communications strategy for the program was developed, and partners were asked to share their photos and testimonies of mentors in action. REB's website manager agreed to post stories and photos of mentors on the REB facebook and twitter pages. L3 will determine how best to support the communications of the program once it is restructured.

In year 4, a communications strategy for the implementation of the program was also developed. As part of this strategy, L3 organized a campaign in February aimed at educating parents on how to support children's literacy at home, especially in regards to the L3 student daily reader. A one-pager and poster with guidance to parents on how to support their children's literacy development were developed and distributed to districts, sectors, and schools during the regional coordinators meetings to distribute SD cards. Schools were directed to hold general assemblies to pass on the information to parents. Messages were also delivered through Concern's SGAC trainings. Partners involved in the Rwanda Library Services February Book and Reading Festival also accepted to adopt the messaging as part of their campaigns. At the press conference for the festival, the Minister of Sport and Culture also emphasized the importance of parents' support. Finally, L3 collaborated with MINEDUC and Save the Children to produce a TV and radio documentary showing two families in Gicumbi district who excel at supporting their children's literacy.

Tips for schools on the implementation of the program, informed by lesson observation reports, were also distributed to schools together with SD cards.

Outputs for Communication:

- Quarterly newsletter produced with REB. Not completed; electronic newsletter to begin in Q1 year 5.
- Quarterly success story prepared and included in quarterly report. Completed.
- L3 website and social media accounts up-to-date. Ongoing.
- The media provided with press releases and invitations to significant events. Ongoing.
- Set of one-pagers on different components of the project prepared. Completed.
- Support given to the development of communications strategy for SBM Program. Ongoing.
- A communications strategy developed and implemented for the rollout of L3 instructional materials prepared. Ongoing.

7.0 YEAR FIVE PRIORITIES

- Finalize, print, and distribute P4 English and mathematics print and audio materials
- Complete the revision of P1, P2, and P3 materials in line with the competence-based curriculum
- Train school subject leaders on P4 materials and practices
- Finalize criteria for TTC "Centers of Excellence" and support TTCs to fulfill the criteria
- Train SGACs in Karongi, Bugesera, and Kayonza and support all trained SGACs to implement their action plans on teacher motivation, literacy, and equity
- Publish 2015 Andika Rwanda stories and poems and conduct 2016 Andika Rwanda with a private partner
- Implement CML sustainability plan
- Establish two SEN resource centers and hold regular open days to sensitize parents, health workers, and teachers on inclusive education
- Adapt L3 materials for children with special education needs and train teachers on their use
- Hold lessons learned forums
- Conduct national midline assessment for P1, P2, P3 and baseline for P4 literacy and numeracy
- Conduct national endline assessment for P1-P4